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## BOOK DEPARTMENT.

*A full description of the books received, giving size, price, etc., will be found in the list of Publications Received in this issue, or, generally, in a preceding issue of the SCHOOL REVIEW.*

*Apperception: A Monograph on Psychology and Pedagogy.* By DR. CARL LANGE. Translated and presented to American teachers by the following named members of the Herbart Club: Elmer E. Brown, Charles DeGarmo, Mrs. Eudora Hailmann, Florence Hall, George F. James, L. R. Klemm, Ossian H. Lang, Herman T. Lukens, Charles P. McMurry, Frank McMurry, Theo. B. Noss, Levi L. Seeley, Margaret K. Smith. Edited by Charles DeGarmo. Boston, D. C. Heath & Co. 1893. pp. ix, 279.

Every experienced teacher knows that when he has excited the interest of the pupil by far the larger half of the work of making a new subject understood is already accomplished. A logical statement of the matter in simple language is all that remains to be done and this is a relatively easy task to one who himself has a clear idea of the subject. We can lead the child to the well of knowledge, but unless he has the thirst we cannot make him drink. Now the reason for this is that the mind is essentially active. It is not a receptacle which holds indifferently well whatever is poured into it. It is not a tablet of wax that yields to any and every impress. It is a spontaneous activity which finds its closest material analogy in the selective affinity of chemical substances and in the assimilative power of organic tissue. Goethe's apt saying that we must earn our inheritance in order to possess it is certainly true in the intellectual, if not in the financial world. Whatever may be the opinion of psychologists as to its scientific value, the modern theory of apperception is doing much to bring to conscious recognition this fundamental characteristic of synthetic activity which is present in every case of mental acquisition and mental development. We are glad to welcome, therefore, this little monograph which explains the theory of apperception and its application to the practical work of the teacher in a way to be understood by the intelligent reader who may have had no special training in psychology.

The work consists of three parts. Part I explains in a clear inductive style the meaning of apperception, discussing in three sections (1) its nature and kinds, (2) its conditions, and (3) its significance in the spiritual development of man. Near the end of the first section (p. 41) we find the following definition: "Ap-

perception is therefore that psychical activity by which individual perceptions, ideas, or idea-complexes are brought into relation to our previous intellectual and emotional life, assimilated with it, and thus raised to greater clearness, activity and significance." That the assimilation of the new by the old is a fact of fundamental importance in mental life is undoubtedly true; that however it is the only mental process is quite questionable. Dr. Lange's exposition seems to imply that this is the complete explanation of all mental activity. If this is not his opinion, he might have made his meaning plainer by occasionally distinguishing apperception from other psychic processes.

Part II is entitled "The Theory of Apperception in its application to Pedagogy." It discusses choice and arrangement of the subject-matter of education; investigation, extension and utilization of the child's experience; and methods of instruction. There is much here that both the parent and the teacher will find suggestive and practicable. The large attention paid to religious instruction makes the book one of special value to Sunday-school teachers who are seeking effective methods. Part III on the "History of the Term Apperception" will be found useful by those beginners in the study of psychology and the history of philosophy who have just discovered that pretty nearly every German philosopher of note for the last two centuries has used this term and each, too, in a different sense. The author explains in as satisfactory a manner as is possible in such a short space the theories of apperception held by Leibnitz, Kant, Herbart, Lazarus, Steinthal, Non-Herbartian Psychologists, and Wundt. It will perhaps help the reader to know that we are dealing here not with different theories or explanations of the same mental activity named apperception, but rather that the name apperception has been applied by different writers to quite different activities of mind. The only common notion in all these varied uses of the term is that of activity. We believe that the editor is fully justified in the statement made in the introduction (p. viii) that among recent German writers in pedagogics "Dr. Lange has perhaps exhibited the happiest combination of popular presentation and scientific insight. His book will interest the simplest and instruct the wisest; for, being on the one side concrete and readable, it is on the other founded on painstaking research, not only in Herbartian, but also in other modern scientific psychology."

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